

June 9, 1893 Normal dismisses Professor Arnel Tomppins with a statement. Three years ago, June 1890, he was elected to the faculty on recommendation of Professor Parsons. At the end of that year Parsons said that Mr. Tomppins had a offer of Presidency of the Fort Wayne school but would remain at Indiana State Normal if the Board would rais his salary to \$2000.00. Board declined but raised it to \$1600.00. Some months later his wife applied to Parsons for position on faculty. Parsons declined to recommend. Mr. Tomppins criticized the Board of Trustees and was asked to stop the criticism. Asked for trail on charges. Board later decided to ask for his resignation. Refused and Board removed him, sending him a check for \$160.00 to complete servieess to June 30.

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TERRE HAUTE, INDIANA

Mr. John F. Olcott was elected for the chair of Mathematics for \$1500 a year.

Mr. Robert S. Bosworth, a professor in the Terre Haute Fernal College, was nominated for the chair of natural sciences for \$1500 a year.

Miss Olivia Keiley of Lima, Ohio, a teacher in the Terre Haute high school, was elected for the chair of English language and literature at \$1,000 a year.

Miss Ruth Morris of Richmond, Indiana, as principal of the model primary training school for \$800 a year.

Miss Julia Newell of Wisconsin was approached as a possible teacher of geography and history at \$1,000 a year.

.....

Mr. Olcott accepted the chair of mathematics but resigned before he did any teaching, his reason being that he could not accept the salary that the board could afford to pay.

Miss Keiley declined the position offered to her because of her approaching marriage.

Miss Morris accepted and was connected with the institution two separate periods in different capacities. * *

Miss Newell was contacted and offered a position as professor of history and geography which she accepted. Before she appeared on the scene, her title was changed to professor of English language and literature, and she was ~~also~~ also made Lady Principal. Her salary was fixed at \$1200 for the first year.

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The subjects to be offered were roughly classified under five heads: Metaphysics, Language, Mathematics, Natural Science, and Geography and History.

.....

January 6, 1870, the Indiana State Normal School was regularly opened for pupils under charge of the following faculty:

- William A. Jones, President of the Faculty
- Miss Julia Newell, Lady Principal and Professor of English Language and Literature.
- R. S. Bosworth, Professor of ~~Natural~~ Natural Science
- Miss A. Sprague, Principal of the Intermediate Training School
- Miss Ruth Morris, Principal of the Model Training School

.....

George F. Brown, who was destined to succeed President Jones in 1879, was engaged to teach mathematics until the end of the spring term.

Mary A. Bruce of Aurora, Illinois was likewise obtained during the first quarter. * *

In the fall term of 1871, Cyrus W. Hodgkin, a graduate of Illinois State Normal University, was chosen and remained on the faculty for nine years as professor of history.

Illinois State Normal

At the end of the second term, Miss Amanda F. Funnelle, was added to the faculty. She was chosen to teach methods in primary work, to act as a critic in the model school and to teach geography. * *

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TERRE HAUTE, INDIANA

John L. Olcott was ~~nominated~~ elected for the chair of Mathematics

\$1500.

Robert S. Bosworth was elected for the chair of natural sciences

1500

Miss Olivia Wiley

~~xxxx~~ Before the end of the year 1871-1871, Lewis H. Jones was added to the faculty. He was employed as professor of orthography and reading.

The first graduating class was that of 1872. Nine finished the course in that year, two young men--Howard Sandison and William W. Parsons-- and seven young women--Louise Barbour, Susan W. Barbour, Lessie Harrish, Mary A Oakley, Mary Belle Fowner, Frances E. Scott, and Harriet Scott.

Shortly after the beginning of the spring term of 1873, Josiah T. Scovell, a product of the University of Michigan, was chosen to fill the vacancy. (Natural Science) This scientifically trained young man was perhaps the least affected in his teaching of any of the faculty members by the principles of President Jones. Students noticed that his methods were ~~xxx~~ his own. He made collections of various kinds, especially in the fields of geology and botany. He traveled in Mexico and in the Far West. He was the first person to reach the top of Mt. Whitney in California.

Nathan Newb. assumed his duties as professor of mathematics at the opening of the fall term of 1870. After a little more than two years, he gave up his work on account of ill health, but was again employed in 1881 when he served till 1890. * *

★ ★ Oswego
Normal
School

INDIANA STATE NORMAL SCHOOL

Dec. 20, 1865 - Act approved authorizing the building of State Normal School in the citty offering the largest donation, (not less than \$50,000.) for the location of the school.

March 8, 1867 - Authorized the payment from the Township Library Fund of \$50,000. to be expended by the Board of Trustees of the Indiana State Normal for erecting the building. Provided that no part of this to be paid until the plans adopted by the Trustees is filed with the Auditor of States ----- and that the City of Terre Haute shall agree to forever maintain and keep up one half of the Necessary repairs to the building and grounds.

May 10, 1867 - Basement excavation in progress.

July 11, 1867 - Miles & Heddan contractors for the brick for the School, Yards in south part of the City. Machine Made.

Aug. 7, 1867 - Corner Stone to laid Friday Aug. 9. Trustees J.W. Alcott, W.R. Van Reece, J.A. Vrydagh.

May 15, 1869 - Samuel T. Reece awarded contract for the carpenter work.

Sept. 29, 1869 - High School will move Nov. 29 to the normal building

Oct. 13, 1869 - Board at meeting on the 8th made no addition to the faculty nor chose a President. Faculty already chosen and accepted are J.M. Alcott of T.H. Prof. of Mathematics and Sec'y of Board; R.S. Bosworth of T.H., Prof. of Natural Science; Miss Julia Newell of Wisconsin, Prof. of Geography and History; Miss Ruth Morris of Richmond, Ind., Principal of Primary Training Department.

Oct. 27, 1869 - Wm. A. Jones elected President.

Feb. 16, 1870 - Geo. P. Brown of Richmond, Ind. selected for the faculty.

Aug. 16, 1870 - Notice of opening of School with expenses and courses.

Dec. 10, 1872 - Appropriated \$4000. to State Normal Board of Trustees to pay money borrowed to meet expenses.

Community Affairs File

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VIGO COUNTY PUBLIC LIBRARY
TERRE HAUTE, INDIANA

March.1, 1873 - Given appropriation and right to issue diplomas.

March 4, 1873 - Library has cost between 3 & 4 thousand dollars.

March 20, 1875 - 125 volumes added to Library at cost of \$325.

July 17, 1876 - South wing of the building to be complete in about four weeks. Plastering now.

1888 - Article on file in Condit scrapbook No. 2.

June 9, 1893 - Arnold Tompkins dismissed.

DAILY EXPRESS Thursday Morning, January 28th, 1869

We call particular attention to the report of the condition of the State Normal School building at Terre Haute. It seems that the Legislature left the Board of Directors without funds sufficient to enclose the building and protect it from the weather. To enable the Board to do this, a loan was asked of Mr. Chauncey Rose, of Terre Haute, who responded by giving them a check for \$20,000. This amount saved the building, and when we consider the importance of the loan made by Mr. Rose, the citizens of Indiana are certainly placed under more than ordinary gratitude to him for his prompt action in this matter. But this is not the only act of Mr. Rose, which deserves honorable mention—monuments of his kindness of heart stand along the pathway of his life, in almost countless numbers, teaching mankind that there lives one whose goodness of heart, honesty and integrity have not been corrupted by the possession of wealth. Such men deserve the blessings of mankind, and we suggest that a full sized likeness of Mr. Rose be procured and placed in the Normal Institute, as a token of regard for the benefactor of Terre Haute.—Sullivan Union

DAILY EXPRESS Friday Morning, Jan. 29, 1869

NORMAL SCHOOL

Visit of the Legislature

The Board of Trustees of the State Normal School have invited the members of both Houses of the General Assembly to visit this city to inspect the Normal School building. (They accepted the invitation.)

DAILY EXPRESS Saturday Morning, Jan 30th, 1869

NORMAL SCHOOL.--On Thursday Hon. Issac N. Pierce introduced in the House of Representatives a bill to appropriate \$100,000 for the completion of the Normal School building. It was referred to the Committee on Education.

DAILY EXPRESS Monday Morning Feb. 8th, 1869

Three styles of architecture were proposed—one estimated at \$90,000 another at \$120,000, and still another at \$150,000.—The plans were laid before the legislature, and the latter style of architecture adopted. The city of Terre Haute had given \$50,000, and to carry out this plan the Trustees needed an appropriation of \$100,000, but instead of that the Legislature gave only \$50,000. The time lost by this action would increase the estimated cost to \$162,000, a positive loss to the State in consequence of the delay, of \$12,000. ~~It~~ In addition to this estimate, the heating apparatus would cost from \$10,000 to 12,000, furniture, apparatus, library, etc., \$20,000 more, making a total of \$194,000; and adding \$6,000 for incidentals made the total cost in round numbers, \$200,000.—He showed in strong language the embarrassment which anything less than an appropriation of \$100,000 by the present Legislature, would cause—a part would not reach the object, and economy suggested that the full amount should immediately be placed at the disposal of the Trustees.

Isa

Community Affairs File

At a meeting of the Board of Trustees of the Indiana State Normal School held at Indianapolis, May 15 1866, at the Office of the Superintendent of Public Instruction the following proceedings were had, to wit: "In compliance with Section 3d of the Act of the Legislature approved Dec. 20th 1865, the members proceeded to determine by lot their respective terms of office, resulting as follows, to wit: Barnabas Hobbs two years, John Ingle two years: Isaac Kinley four years: W. C. Hannah four years."

I hereby certify that the above is a true copy of the Record, in the matter concerned.

J. M. Olcott Secretary

Terre Haute Dec. 20th 1868

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The location of Indiana State Normal School was not by chance, but by the design of forward-looking Terre Haute citizens who realized the great value of a state educational institution in the community. Indiana State Normal School was established by an Act of the Indiana General Assembly on December 20, 1865, but no site was selected. Indiana cities and towns were invited to cooperate with the state to the extent of at least \$50,000 for the location of the Normal School in their community. Terre Haute was the only Indiana city or town raising the necessary funds and requesting the location of the Normal School in Terre Haute.

The Terre Haute committee, consisting of William R. McKeen, J. H. Barr, and John M. Olcott, appeared in Indianapolis on May 15, 1866, to make an offer to the first board of trustees. The offer was \$50,000 in cash plus real estate valued at \$25,000. The plot of land involved was the County Seminary site of Vigo County, a block near the business center of Terre Haute, lying east of Sixth Street between Eagle and Mulberry Streets. Needless to say, the trustees accepted the Terre Haute offer.

The City Council of Terre Haute voted to raise the required \$50,000 and to donate the seminary lot on the basis of a petition signed by a majority of responsible citizens.

When the Normal School was officially opened on January 6, 1870, only 21 students, mostly from Vigo County, were enrolled, the school's only building was not completed, and President Jones had a staff of four faculty members.

William O. Lynch in his History of Indiana State Teachers College recalled the opening day as follows: "To the unfinished building, heated by stoves, there came only 21 students on that first day. The torn up school grounds, without sod,

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trees or walks, did not look inviting. The building was imposing, but only the first and second stories were ready for use. There was only "the most necessary furniture and absolutely no equipment." There was "no semblance of a laboratory, not a map, not a piece of apparatus of any description" and "the library consisted of a Bible and one unabridged dictionary."

From this rather humble, unimpressive beginning the school began. That the school grew and prospered, despite financial and other crises, can be credited to the distinguished men who served as presidents, the faculty, the students, and friends of the school.

The funds for the first building were slow in being appropriated with \$129,000 in state funds for the building allocated between 1866 to 1870. However, Terre Haute was commendably prompt in meeting its \$50,000 money obligation and real estate offer. Until 1875, the Legislature refused to appropriate the small amount needed to complete and equip the building, or to fence and beautify the grounds. It was during the Legislative session of 1875 that the \$10,000 necessary to finish the basement and third floor and buy much needed apparatus for instructional purposes was appropriated.

In mid-morning of April 9, 1888, fire completely destroyed the finally completed original building, and the future of the school hung in balance. However, the courage and vision of those in charge triumphed with the help of the citizens of Terre Haute.

At an assembly after the disastrous fire, President Parsons stated: "It gives me new heart and new spirit to see you all here. It proves clearly what we all knew and what everyone should know, that the Normal School and the Normal School building are two separate and distinct things. Our building is in ashes, our library, laboratory, and apparatus are all gone, but the school

and all essential to it, is in existence this morning, and we are ready to go to work. I am sure that the world will forgive the loss of yesterday, but not today, and we must go on as before."

President Parsons and his staff did go to work. Through the cooperation of Terre Haute, classes were continued without interruption in Terre Haute schools, churches, and public halls. The citizens of Terre Haute again raised \$50,000 to meet an appropriation of \$100,000 from the General Assembly for the construction of a new building. The Terre Haute commitment was made quickly so that construction could start and not wait for the General Assembly's appropriation in January, 1889. Amazingly, with the fire in April, the new building was ready for use by classes in September.

After the fire, the growth of the institution with its accompanying programs, services, staff, and physical plant began anew. North Hall was added to the Administration Building in 1895. Stalker Hall was constructed in 1905 as the laboratory school. The Library was built in 1910. The Science Hall was finished in 1917. The Physical Education Building was finished in 1928. In 1937, the Laboratory School and Parsons Hall, a men's residence hall, were dedicated. The original wing of the first women's residence hall was completed in 1925 with a wing added in 1929.

It should be noted that during its early years, school was primarily preparing mostly elementary teachers, some of whom completed from 12 weeks to 2 years of study. However, a college course was instituted, and the school was authorized to grant the baccalaureate degree in 1907. The first students were graduated with the bachelor's degree in 1907. In 1924, all Normal School courses were placed on a collegiate level and were accepted to apply on a four-year course leading to a degree.

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Add #5

The Eastern Division of the Indiana State Normal School was established in 1918 and was operated as a second campus until 1924 when it became the independent campus of Ball State Teachers College, now Ball State University.

A "graduate school" was established in 1927, and the first master's degrees were awarded by the Normal School in 1928.

Through the cooperation of the City of Terre Haute, Mulberry and Eagle Streets were closed in 1938, thus allowing for the consolidated of the campus area. The street closing project was made possible by some state funds and funds from the Federal Works Progress Administration.

During the depression years and immediately thereafter, the Foundation of the school became active since necessary funds were not forthcoming from the state. The Foundation, a group of interested Terre Haute citizens, raised funds and purchased properties to hold for school. In some instances, properties were purchased outright by individual Foundation members and given as gifts to the school.

Two imposing buildings constructed during the 1930's, and opened in 1940, through the assistance of the Works Progress Administration, were the Student Union Building and the Fine Arts and Commerce Building.

During World War II, campus enrollment dipped sharply, however for a period of time, the school provided educational and other services for the U.S. Navy V-12 Program operating on the campus. In the post-World War II period, enrollments increased with the flood of veterans to the nation's campuses, but another decline came in enrollments as the lower birth rates during the depression period were reflected in the college-age group.

Since 1953, there have been amazing changes at the school. The enrollment skyrocketed from 1,895 in 1953 to 9,401 in 1965. Counting 413 students

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Add #6

on the new campus opened in Evansville in September, 1965, plus 864 students in off-campus extension classes, and 831 enrolled in correspondence study, Indiana State was serving a total of 11,509 students in September, 1965.

Enrollment on the Terre Haute campus in September, 1966, is estimated at 11,042 and about 800 are expected to enroll at the Evansville campus.

The University faculty in September, 1965, included 403 on the University staff and 52 on the Laboratory School faculty. Of the 455 faculty, 53 per cent held the doctor's degree.

The growing campus, now covering more than 55 acres, had 32 buildings as of February, 1966, but accelerated construction is adding more buildings each year. The building surge started in 1950, and the pace of construction has steadily increased.

The twin Administration and Dreiser Hall buildings were opened in 1950, and this made possible the razing of the Administration Building completed in 1889 as well as the old North Hall and old Stalker Hall. Dates of the completion of other buildings are as follows: Education-Social Science Building, now renamed as Stalker Hall, 1954; Home Economics, 1956; Industrial Education Building remodeled and new-one story addition completed in 1957; and old Sohn's Paint Store acquired as an annex in 1964; Physical Education Building rennovated in 1965; Library, re-named/as Cunningham Memorial Library, remodeled and six-story addition completed in 1957; Science Building, 1960; Men's Physical Education and Arena, 1962; and Holmstedt Hall, 1966. The Science Hall was remodeled for the School of Business home in 1962.

University-owned residence halls have been erected very quickly with most of the construction work being completed in the 1960's. In September, 1965, the University had 13 residence halls, but two 10-story units are scheduled for opening in the fall of 1966 and two 15-story units are expected to be ready for

NEWS BUREAU

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Add # 7

use in September, 1967. In September, 1965, the University was housing 4,300 students in University-operated halls and will have facilities for 5,100 in September, 1966.

Parsons Hall for men, the first men's hall was enlarged with an addition in 1951. Reeve Hall, the first women's hall, was enlarged with an addition in 1955. Three six-story women's units are Burford Hall (1959), Erickson Hall (1962), and Pickerl Hall (1963). Two nine-story men's buildings are Sandison Hall (1962) and Gillum Hall (1963). The six and nine-story buildings each house 300 students.

Four 12-story halls, called the Sycamore Towers and each housing 450 students, are Cromwell Hall for men (1964), Blumberg Hall for women (1964), Mills Hall for women (1965), and Rhoads Hall for men (1965). Hulman Center, formerly the Hotel Deming and acquired in 1964, provides housing for 350 upperclass men. The 10-story units, each housing 428 students and opening in the fall of 1966, will be Jones Hall for women and Hines Hall for men.

Other on-campus buildings are the University Bookstore, opened for the first time in 1962. The Condit House-Alumni Center was willed to the University by Miss Helen Condit. The house, built in 1860, became University property in 1962 and was used for offices of the Coordinator of Public and Professional Services, the Alumni Association, and Foundation. It will be converted in 1966 into a home for the President of the University.

The University also has acquired three former apartment buildings, the Mary Stewart Apartment Building and the East and West Knisely Apartment Buildings, and these are being used as offices for faculty.

Off-campus, the University owns and operates apartments for married students. The Walden Apartment Building ~~at~~ Seventh ~~and~~ and Chestnut Streets

and the Davis Apartment Building at Seventh and Sycamore Streets and each has 15 apartments. The first Married Student Apartment Building, an 80-apartment, four-story, three-wing structure, was opened in September, 1965. The building is on a site on Third Street (U.S. 41) bounded by Crawford and Farrington Streets. A second such building will be constructed and ready for occupancy in September, 1967. The University plans a total of four apartment buildings on the site with a total of 380 apartments.

Located near the general campus is the Power Plant-Stores-Service Building, on North Eighth Street, which was completed in 1952. The University's Lodge is located in south suburban Allendale. The 65-acre Recreation-Science Research Area, located in rural Clay County about three miles east of Brazil, was acquired in 1965. Outdoor tennis courts were completed in 1963, and a track-practice football field north of Chestnut Street between Third and Fourth Streets was completed in 1964. The split-level University Bookstore on the southeast corner of Sixth and Chestnut Streets was completed in 1962.

The University's Union was enlarged in 1959 and was re-named in honor of President Tirey in 1963 and is now the Tirey Memorial Union Building. The Union auditorium was also named in 1963 as Tilson Music Hall in honor of Lowell Mason Tilson who served many years on the music faculty.

A \$4.3 million addition to the Science Building, started in February, 1966, is expected to be ready for use in September, 1967. Other proposed construction projects are a Health Center Building, more residence halls and classroom buildings, and additional married student apartment buildings. For continued growth and development, the University will have to acquire more land surrounding the general campus.

The University campus is wired for closed circuit television, and viewing

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Add #9

rooms are located in four academic buildings. Closed circuit transmission (live or taped) originates from the Television Studio in the basement of Dreiser Hall. However, live shows can also originate from a specially equipped room in the Laboratory School. The University's Radio Studio is on the second floor of Dreiser Hall and broadcasts are beamed over local radio stations and from the University's own FM radio station which operates five hours daily, Monday through Friday.

The University's Cunningham Memorial Library has a collection of over 265,000 volumes, plus many non-book materials. The Library regularly receives over 1,356 periodicals and 36 newspapers and is a United States Government Publications Depository.

The transition from Normal School to Teachers College to College and then to University has brought many changes and greater development of study opportunities. The University is authorized to grant the A.B., B.S., M.A., M.S., M.B.A., Ed.A., Ed. D. (in cooperation with Indiana University), and the Ph.D. degrees.

Bachelor's degree programs are offered in teacher education (elementary teaching and secondary teaching). In liberal arts, the Bachelor of Arts degree programs offer the student a choice of majors in art, biology, botany, chemistry, economics, English, French, geography, German, history, humanities, Latin, mathematics, music, philosophy, physics, political science, psychology, Russian, sociology, Spanish, and zoology, and a choice of minor study in any of the above areas or in anthropology, health, library science, physical education, radio-television, recreation, and speech.

Bachelor of Science degree professional-vocational programs are offered in art, general home economics, child development and family life, family

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economics and home management, foods and nutrition (general or dietetics), interior design, industrial supervision or technician, journalism, music, textiles and clothing, psychology, medical technology, pre-law, pre-medical, speech, theater, social work, nursing, general business administration, accounting-business administration, marketing-business administration, secretarial science, pre-seminary, health and safety education, physical education and recreation, community health education, health and sanitary science, safety education and supervision, and recreation.

Cooperative programs in engineering are offered under arrangements with Purdue University, New York University, and Rose Polytechnic Institute. In addition the University offers two-year (non-degree) programs pre-dental, pre-pharmacy, secretarial science, and food management.

Master of Arts or Master of Science degree programs may be elected from the following departmental curricula: art, business, business education, English, foreign languages, home economics, industrial education, library science, mathematics, music, physical education, psychology, biology, chemistry, physics, geography, economics, political science, history, sociology, anthropology, special education, and speech. Any of the above areas may meet teacher certification requirements in the State of Indiana. Master of Science degree programs are also offered in elementary education, junior high school teaching, and the various areas of secondary teaching. The Master of Business Administration Degree is another master's level program.

School services personnel certification programs, including school administration, most of which require work in addition to the master's degree, are offered in the following areas: audio-visual supervisors, director of guidance, director of special education, reading specialist, school counselor, school psychometrist,

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supervisor of industrial arts, supervisor of school libraries and instructional materials, vocational director, and vocational trade-industrial-technical education coordinator supervisor.

The Advanced Degree in Education programs are in elementary education, guidance-counseling, school administration, school psychology, and secondary education.

The University's own doctoral program started in September, 1965, with Ph.D. programs in elementary education and counseling-psychological services. A Ph.D. program in life sciences will be started soon as will programs in other areas.

Increased programs, services, and research have been realized in more recent years through academic reorganization and the establishment of new academic units and supporting auxiliary units. Continued growth and development are anticipated in all established units and proposed units.

Over the five-year period, 1960-65, the following major academic units were established: School of Education (1960), School of Graduate Studies (1961), College of Arts and Sciences (1962), School of Nursing (1962), School of Business (1964), and School of Health-Safety, Physical Education and Recreation (1965). A School of Industry is in the planning stage.

Other recently established units are Psychology Research Laboratory (1963), Computer Center (1963), Bureau of Business Research (1963), Counseling Laboratory (1963), Institute for Research in Human Behavior (1965), Curriculum Research and Development Center (1965), Bureau of School Administrative Services (1966), and Center for Governmental Services (1966).

In addition to its 455 faculty members, the University had 729 other employees in September, 1965. The entire staff of the University will continue to increase as larger enrollments are served and services ^{and programs} are provided.

T.H. Ind State College INDIANA STATE J.C. DO NOT REFERENCE CIRCULATE

THE GREAT ASSET OF THE TERRE HAUTE AREA

Just how important an asset is Indiana State Teachers College to the Terre Haute area? The following information is presented to depict not only the inestimable educational and cultural values of the College, but also to reveal the college's "dollar and cents" value to the community.

AN EDUCATIONAL AND CULTURAL ASSET TO THE TERRE HAUTE AREA

Regular 4-year courses in all phases of teaching and graduate study in teaching, school supervision, and school administration.

Designed to especially serve students in the Terre Haute area are such regular 4-year courses leading to non-teaching degrees as: Liberal Arts, Nursing, Medical Technology, Pre-Medical, Art, Journalism, Music, Radio, Theatre, Secretarial Science, Accounting-Business Administration, Merchandising-Business Administration, Insurance and Real Estate, Business-Management, and Pre-Law.

As an added educational service to Terre Haute area students, the College also offers short non-degree courses as 3-year Social Welfare, 2-year business course for secretaries or accountants, 2-year Pre-Dental, and 2-year Pre-Engineering.

Evening and Saturday classes are offered to persons in this area who want to advance their professional, vocational, or cultural status, and who are unable to attend regular day classes.

The Audio-Visual Center provides films, slides, and projectors at a minimum rental fee to local schools, clubs, churches, etc.

The community gains cultural values through college-sponsored dramatic productions, Children's Theatre, musical concerts, convocations, educational broadcasts, art gallery showings, panel discussions, recitals, book exhibits, etc.

College student and faculty speakers, musical organizations, and other college groups aid in community projects or appear on civic, church, and club programs and committees.

College facilities including Sycamore Playhouse, gymnasium, and Student Union Building serve as sites of locally-sponsored concerts, high school basketball games and dances (including Wabash Valley and sectional basketball tournaments), and political, civic, industrial, or labor group meetings, gatherings, and banquets.

Location of the College assures Terre Haute an adequate supply of qualified teachers, supervisors, and administrators.

A college education at a minimum cost is assured local students.

The Indiana State Teachers College Laboratory School provides the Terre Haute area with a school with grades from kindergarten through high school with special classes for crippled and mentally-retarded children as well as a Special Education Clinic serving the Community.

INDIANA STATE IS WORTH \$6,000,000 ANNUALLY TO THE TERRE HAUTE AREA

Operating budget and student service enterprises of the College total \$2,822,000 for the 1955-56 school year. (This includes payroll of \$1,648,348.)

Capital investment for construction and other money for expansion and improvements have averaged over \$1,000,000 per year for the last six years. Current capital investment for construction is \$1,425,000.

Not counting money paid to the College for fees, books, or residence hall housing, this year's student body will spend over \$1,000,000 off-campus in Terre Haute for such items as food, clothing, rent in private homes, entertainment and amusement, laundry, cleaning, sundries, etc.

Seven hundred Terre Haute area students attending Indiana State this year are saving their parents over \$1,000,000 in college tuition, and living costs and thus keeping this money in Terre Haute. (This estimate is based on tuition and living costs ranging from \$1,000 to \$15,000 per year at colleges and universities away from home.)

Conferences, clinics, regional and state meeting, homecoming, athletic events, Wabash Valley tourney, Midwest tourney, and numerous other meetings or gatherings sponsored by the College or at the College by other organizations attract thousands

Indiana State Teachers College now has nearly 3,000 students enrolled on campus. By conservative estimates it is expected that by 1965, there will be more than 5,000 students attending Indiana State.

The College has expended in excess of \$250,000 for land near the school in the last 90 days.

There will soon be parking lots for an additional 200 cars adjacent to the school.

Architects have been selected to plan an approximate \$600,000 addition to the Student Union Building. Prior to the start of this addition, extensive improvements to the present structure are being completed in order to serve the student body and the community.

It is expected that within the next month, the State Teachers College Board will approve the appointment of architects for the first wing of a new Women's Dormitory, which will eventually house more than 700 students and cost approximately \$4,000,000.

Buildings under construction at this time include:

Home Economics Building.	\$491,000
Addition to Library.	641,000
Addition to Vocational Education Building.	201,000

Remodeling of the present Vocational Education Building will also start this summer.

Indiana State Teachers College, the fastest growing school of higher education in the Middle West, is attempting to meet its own problems and with the cooperation of the community and its governing body, can develop a campus of which the state, city, and students will be proud.

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INDIANA STATE TEACHERS COLLEGE
1930

PAMPHLET FILE
INDIANA ROOM

The need for more adequately trained teachers had been a long felt want in Indiana, when, through the efforts of Dr. E.T. Spottswood and Judge Baskin E. Rhoads, both of whom spent many years as residents of Terre Haute, a law was passed Dec. 20th, 1865, to establish a Normal School and support it out of state funds. The bill was passed on Dec. 20th and the same year \$50,000.00 was appropriated to establish the school in the city which would offer the greatest advantages and donate not less than \$50,00.00.

Terre Haute was the only city to ask for the school; citizens to the number of fifteen hundred petitioned the County Board and City Council to appropriate the money required. This was done and a plot of ground three hundred feet square, located on the east side of Sixth St. between Eagle and Mulberry was purchased at a cost of \$25,000.00 and given for a site. By a later act, Terre Haute was required to agree to pay, forever, one-half of the expenses of keeping up the buildings and grounds. This the city has always done without protest although the burden has increased as the plant has grown.

The first Board consisted of five members: John Ingle, president, Richard W. Thompson, W.C. Hannah, Timothy Nicholson and Milton B. Hopkins.

J.A. Vrydagh of Terre Haute was chosen to be the architect of the new building and local firms did all of the work. The brick work was done by J.B. Hedden, stone by Wagner & McFarland, wood by James Hook, finishing by S.T. Reese, roofing by Moore and Hagerty, iron by W.J. Ball and Co. and the painting and glazing by Robert Buckel. The last named, was an Englishman, who returned later to his native land, where he served three times as Mayor of Oxford and was knighted by Edward VII.

He spoke in Normal chapel on one of his subsequent visits and laughingly told that the students that he let in the light there, for he had put in the windows.

The building was begun in 1867, the ceremony of the laying of the corner-stone occurred on Aug. 13 of the same year. The architecture was in the style of the French renaissance; it was 190 ft. long, 115 feet wide, rising in four stories to a height of 90 feet.

The approximate cost was \$189,000.00 to which \$25,000.00 was soon added. The rooms were to be heated with stoves, no heat being provided for the halls. The Superintendent of Public Instruction, Barnabas Hobbs was ex officio member of the Board. He was a Quaker and insisted upon being addressed by his Christian name. He was a fine man and able educator, who gave twenty years service as a member of the Board.

He it was, who selected William A. Jones for the first president. Mr. Jones was from Connecticut, where he taught for seven years in the District schools. After three years as treasurer and secretary of a manufacturing Co., he came to Aurora, Ills. as superintendent of the schools, where within six years he had built up such a reputation that his call to Normal resulted. By the end of sixty-nine the building was so near completion that plans were made for the opening of the school which was accomplished on Jan. 6, 1870 although only the third floor was completed. President Jones and two assistants composed the faculty with an enrollment of ten men and thirteen women.

There was no laboratory, no apparatus and the library consisted of a Bible and a dictionary both of which had been donated by a publishing firm. There was however, sociability for the faculty held a reception for the pupils in the registrar's office on the first night. William Wood Parsons and Howard Sandison, both of

whom were connected with the school during so many years , were members of this first class. A Miss Neval, the "leading" principal was later a member of the party of tourists whose visit to Europe was made famous by Mark Twain in his "Innocents abroad". The number of students increased by the end of the year to sixty-six necessitating an addition to the faculty of three assistantants. One of these first teachers was Professor R.S.Bosworth, who had been a teacher in the Terre Haute Female College.

President Jones stood for thoroughness in professional training not favoring the classical studies in the curriculum of a Normal School. His fine spirit and executive ability put a stamp upon the school in those formative years which has remained during the years of development and growth. President Parsons in an address, delivered on the twenty-fifth anniversary of his presidency, gives his estimate of him in these words: "I still give first place to William A.Jones among all the educational people of the state that I have known. He was an educational prophet and seer, possessing a rare insight into all educational subjects and questions. He was an intelligent worker and he was a most inspiring teacher. He laid broad and deep the foundations of this institution, and all the years since the close of his administration have simply witnessed the development, growth, expansion and application of the educational principles upon which this school was founded".

The growth of the school was rapid, by 1874 there were in attendance 169 "ladies and 101 "gentlemen". Three debating societies had been formed the year before. Students at this time could get room and board for \$3.59 a week and if they preferred to board themselves could get along on \$1.50.

In 1876 William Wood Parsins became a member of the faculty as teacher of grammar and composition. In 1879 President Jones re-

signed and was succeeded by President George P. Brown; the new president gave a more liberal course, stressing scholarship rather than professional training. By 1882 there were over a thousand students and the faculty had increased to sixteen. In eighty-three there were students from as many counties. A kindergarten was opened in 1884 under the care of Miss Estelle Husted, later Mrs. Emil Froeb of this city. President Brown severed his connection with the school in 1885 and William Wood Parsons was made president of the institution, which stands on the spot where he started to school, and which in 1870, he entered as a student.

President Parsons was born in Terre Haute on May 20, 1850, attended school in the old seminary; graduated from Normal in 1872, taught a country school, then served as superintendent of the schools in Gosport, Ind. He was a teacher in the Indianapolis High School for two years then came to Normal. He was Vice-president from 1883-86 and President from 1886-1922, when he retired as President Emeritus. He kept in close touch with the institution to which he had devoted his life until his death, which occurred on Sept. 29, 1925.

Up to the year 1886 the city high school had shared the first floor of the building with the training school, the city paying a fixed sum for the privilege, but by that year, the Normal had grown until all of the available space was needed, so the high school was moved to its present quarters, and later named Wiley High School.

Under President Parsons expansion was rapid- four courses were offered: a three year course for persons who had not completed a standard high school course; two years for high school graduates; one year for college students and a preparatory course. A library had been started with the aid of a gift of \$4000.00 from Chauncey Rose. It was housed in a small room at the west entrance now used for an office.

In 1888 a fire destroyed the building, leaving only a portion of the walls; it is supposed to have been caused by a defective flue, as it started in the attic. It was discovered at about nine o'clock in the morning; there were 618 students in the building but it was emptied within nine minutes. A few of the school records were saved. Not only the library and equipment were lost, but several valuable collections of natural history specimens belonging to members of the faculty were also destroyed. The county and city gave immediate aid, each donating \$25,000.00 for rebuilding, while citizens raised \$50,000.00 more. Churches, the city high-school, Rose Polytechnic and local firms came forward with offers of rooms for classes so that classes were resumed the next day.

The same architect, J.A.Vrydagh, drew plans for the new building. It was lower than the former one, was more pleasing in design and many improvements were incorporated in it. The rebuilding commenced soon and it was ready for occupancy by the opening of the new school year on September 17, 1889 although not completed. The legislature appropriated \$100,000.00 toward the expense and the rebuilding was accomplished at less cost than the original price.

A good working library had come to be recognized as indispensable so \$15,000.00 of the amount appropriated by the General Assembly was set aside for a library and three large rooms given to house it. By the year 1892 however, this space was needed for other purposes and the General Assembly was persuaded to give \$40,000.00 for a new building- This is located to the east of the main building facing Eagle St. and is joined to, it by corridors. The library and science classes found quarters in it and gymnasias for men and for women occupied the basement.

A need for a summer session began to be apparent and since

the trustees did not undertake the experiment, Professors Stalker, Roetger and Gillum conducted a private summer school in 1895 with an enrollment of one hundred and one. The Normal Advance began publication in Nov. of that year and in '97 John P. Kimmel was engaged as head of the Men's physical training department. Miss Alice C. Wright, now Mrs. John B. Wisely, took a like position in the Woman's department. A Summer School was opened in '98 with an attendance of 618 students. A country school was acquired in 1901, put in charge of a trained teacher and used by the professional department. It was discontinued after a new Training School building was erected in 1902. This building is located to the east of the main building, facing Mulberry St. A manual training equipment was provided in it for a proposed Industrial arts department.

In 1904 the office of Dean of women was created and Miss Martina Erickson, now Mrs. Parsons, became the first dean. An effort was made to secure funds to erect two dormitories for women but it was not until twenty years later that this dream was realized. Two important developments occurred during 1905: a College course was organized and the Industrial arts department was added.

In order to give practice to the college students a High School was added to the Training School. The first class to graduate from the college course numbered four members, who completed their work in 1908. That same year the graduating classes of the school established a Student Loan Fund to be administered by the Alumni and Prof. J. B. Wisely, trustee of the fund. This was not the first fund of the sort, for, in the early days of the school, Chauncey Rose gave a large sum annually into the hands of the President to be used to aid young women attending the school- the money was a gift not a loan. At a later date, in 1913, the will of James McGregor, a former resident of Terre Haute, created the "James M.

McGregor Student Endowment Fund " yielding \$2500.00 a year to establish scholarships.

The Legislature passed an act in 1907 making High Schools an integral part of the common schools, at the same time increasing the requirements for graduation from Commissioned High Schools. This law increased the number in attendance at the school until more space became imperative. A handsome stone, fireproof building was put up on the North side of Eagle St. at a cost of approximately \$150,000.00. It was dedicated during the anniversary celebration of President Parsons' twenty-fifth year as president, which took place June 19-23 of 1910.

The next few years were ones of expansion. In 1914 the Home Economics department was added. It was housed the next year in the new Vocational building together with the Industrial Arts department. The building was located on Mulberry St, being the first one to be placed on the south side of that street. The Science Hall was added in 1917 on a site to the west of the Library on Eagle St. A greenhouse was maintained on the roof of this building for a time but it was later located on the ground east of the Library.

The residence of Mrs. Boudinot on Eagle St. was purchased in 1919 for a practice house to fulfill the requirements of the Smith-Hughes bill and the home of Mrs. Martin opposite the practice house and directly west of the Emeline Fairbanks Memorial Library, was secured for a student building, which is for recreational purposes. Two other residences beside this building were used for several years, for a cafeteria.

In this same year, 1919, the Eastern Normal School was opened in Muncie. For many years efforts had been made to divide the school ~~among~~ Cities which had not been interested in securing it in the beginning, were striving to share in its success.

Unusual inducements were offered by Muncie, where a family of great wealth have generously provided the site and most of the buildings. Already in its twelfth year it has received gifts to the amount of \$944,000.00 while the Terre Haute Normal has received but little over \$196,600.00 during its sixty years. The Eastern Normal was operated as a branch of the older school under President Parsons and continued under Dr. Hines until Dec.1, 1924, when it became a separate institution and is now known as the Ball State Teachers' College.

Upon the retirement of President Parsons, Linnaeus Neal Hines then Superintendent of Public Instruction, was chosen President. Dr. Hines was born in Carthage, Mo. on Feb.12, 1871. He graduated from the Noblesville, Ind. highschool in 1889. In 1894 he graduated from Indiana University and took a Master's degree in 1908. He also took post-graduate work at Cornell and Columbia Universities. He taught in Noblesville, Evansville and Indianapolis, then became Superintendent of schools at Union City in 1901. From there he went to Hartford City serving in the same capacity between 1906-8. From 1908-19 he was in Crawfordsville, resigning to become Superintendent of Public Instruction. He found time to be assistant editor of the Educator-Journal between 1914-24, being part owner during the latter seven years. He is a member of many societies and has served on the Indiana Division of the Near East Relief and rendered other public service. During his regime ground has been added for play grounds and tennis courts and a book store was opened in 1923.

A school physician was employed in 1924; students are required to pass a physical examination and are permitted to consult the physician for minor ailments. His office and residence are in the house to the east of the alley on Eagle St.

In 1924 the efforts of many years culminated in the laying of the corner stone of a Womans' Residence Hall on Nov. 19th. It is an attractive building located on the South side of, Mulberry St. accommodating about ninety students; another wing was built in 1929 to the west of the first building, facing it with a court between. It doubled the capacity of the dormitory.

Correspondence and extension courses were offered for the first time in 1924. An enrollment of 2000 showing their popularity.

The hope for a gymnasium materialized in 1927 with the aid of an appropriation of \$75,000.00 from the General Assembly and the gift of the site by the city at a cost of \$30,000.00. It is situated on the Northwest corner of Seventh and Eagle Sts, where was the home of Mr. D.D. Condit, whose son Blackford, married the daughter of Caleb Mills, whose famous letters to the legislature did so much toward starting free schools in Indiana.

There is a gymnasium for men and one for women, also a large auditorium on the second floor. The gymnasia are said to be among the best equipped ones in the Middle West.

This same year a graduate school was opened and Masters degrees were first bestowed. Up to 1927 the number of graduates exceeds 5,500 and the average attendance is about 1,500.

In 1928 there were changes in the faculty to meet the requirements of a Teacher's College rating. Within three years the number holding doctor's degrees advanced from three to eighteen. The name was changed in 1929 to The Indiana State Teachers' College and in the next year the rating given it by the North Central Association of Colleges and secondary schools was raised to Grade A..

The need now in 1930 is for a modern building for the training Elementary and High Schools. An effort is being made to get the city to give the land on which once stood the home of Chauncey Rose, the city's greatest benefactor. It comprises a block between Seventh and Eighth Sts. on the north side of Chestnut. It was purchased by the city for a park and the majority of citizens feel that it should be preserved as a memorial to Mr. Rose. It is to be hoped that a satisfactory site will be found nearer to the school.

There are many student organizations and activities: Founder's Day, Home Coming Week and an annual picnic given the students by the merchants. The impressive ceremony of the Book and the Torch takes place on Founder's Day, Jan. 6th; it consists of the presentation of the Book and the Torch to the president of the outgoing class by the president of the Alumni. On Alumni Day of commencement week, the president of the graduating class returns the symbols to the president of the Alumni with the sum given by the class to the Living Memorial fund - this fund is in memory of President Parsons, Professor Sandison and other members of the faculty. The Book symbolizes the knowledge and truth gained and the Torch is the emblem of inspiration.

Another memorial to President Parsons and Vice-president Sandison is the the chimes, dedicated in 1927. It is a Cambridge or Westminster peal and was purchased at a cost of \$25,000.00. The chime begins at seven-fifteen, A.M. and continues until ten, P.M. Various airs are played from twelve noon until twelve-fifteen and at six o'clock in the evening "On the Banks of the Wabash" is played.

A tract of eight acres of land is owned at Allendale about five miles south of town and operated as an experimental farm for agricultural students. Parson's Field, a practice ground for athletic sports, is located on North 2nd St.

The Art department has developed under Professor W.T. Tuxman and the Music department under Professor Lowell M. Tilson to enviable positions.

The members of the faculty have been a great addition to the intellectual and civic life of Terre Haute; many of them have been gifted to an unusual degree, some have passed on to positions of prominence.

Mrs. Lizzie S. Byers was the founder of the Woman's Club of Terre Haute, Miss Lucy M. Salmon was for many years a professor in Vassar College. Professor Barton W. Evermann has been prominent in scientific circles as an authority on fish. Professor Willis S. Blatchley is a scientist of note. Mrs. Carrie B. Adams has increased her fame as a music director and composer in her Oregon home. Professor Charles M. Curry is a recognized authority on children's literature and President Parsons was an esteemed leader in all things that made for the betterment not only of the school but of the city and the state.

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Grace E. Davis

PAMPHLET FILE
INDIANA ROOM

HISTORY OF THE INDIANA STATE TEACHERS COLLEGE

BY

Max P. Allen

EXCERPTS FROM HIS THESIS

REFERENCE
DO NOT CIRCULATE

Chapter I

BACKGROUND AND EARLY HISTORY OF THE SCHOOL

Early Attempts to Provide Professional Education

Indiana had yet to reach her twenty-first birthday when the first attempts were made to provide professional training for teachers. In 1834 the Wabash Manual Labor College and Teachers' Seminary was incorporated with the power of conferring degrees and granting diplomas. The same year saw the incorporation of the Indiana Teachers' Seminary, to be in Jefferson county. These were private enterprises which little affected present-day state training facilities.

In the late '30s and '40s the attempts of Indiana University to offer courses for the training of teachers failed because of inadequate financial support. In 1852 the trustees of that institution established a Normal Department which was sustained at intervals more or less successful until 1875. On the whole it seemed that the pioneer inhabitants of the state lived blissfully unaware of the advantages of a teachers' school supported by the government.

The Spotswood Memorial

To Doctor Edmund Traverse Spotswood goes the credit for starting the agitation in the legislature for a state normal school. No direct action came, however, from his memorial of 1855 which said in part: "Resolved,

That, the Committee on Education be instructed to inquire into the expediency of establishing a State Normal School, in which persons who design making teaching a profession shall receive instruction free of charge." It must have been considered of more than ordinary importance, even though not acted upon. For it was the custom for merely the number and name of a bill to be recorded when referred to a committee. Yet this resolution was recorded in full.

Recommendations of State Superintendents

Caleb Mills, Indiana's renowned educator, at one time recommended that teacher training be accomplished by means of county institutes and teachers' associations, deeming the establishment of a normal school not then desirable. Later he outlined a comprehensive system of a rather hybrid nature. He suggested that "a suitable Faculty of teachers.... approved by the State Board of Education shall perform a specific amount and kind of service.... substantially the following: teach sixteen weeks in the winter and twelve weeks in the summer; spend six weeks in the spring and six weeks in the autumn in conduction Teachers' Institute of a week each in the several counties of their respective districts."

A few years later State Superintendent Samuel L. Rugg declared that "we shall never realize that completeness of qualification of teachers which we desire, and which is due our system... and which has become a first and commanding necessity, until the State adopts and carries into effect some plan for normal school instruction for her teachers, by which she can properly educate, train, and improve them in the science and practice of teaching."

So, at the outbreak of the Civil War, agitation had attained considerable prominence. All that was needed was the proper statutory

enactment.

House of Representative Bill No. 119

The bill which was to actually result in the creation of a normal school was introduced in the lower house of the legislature on February 3, 1865, by Judge B.E. Rhoads. Later this gentleman's nephew married the daughter of Dr. Spotswood, thus, in a way, keeping in the family all the honor that might accrue from the bringing about of the establishment of the school.

After being numbered 119 the measure started through the legislative mill with hundreds of others. In fact there were so many that a special session was necessary to complete the unfinished business. Perhaps it was due to this condition that House of Representative Bill No. 119 received only brief consideration at the various stages. Or it might have been the old story of entertaining angels unawares! At any rate, it became a law on December 20, 1865, having undergone no changes of any consequence.

Location of the School

Among other things the original act provided that the school should be located "at such a place as shall obligate itself for the largest donation", specifying \$50,000 as the minimum amount acceptable.

It is said that seven cities claimed to have been the birthplace of Homer. In this instance Terre Haute has the undisputed claim to being the birthplace of the Normal School. Apparently the other cities of the state made no attempt to secure the institution. But then money is seldom plentiful immediately following a war. Moreover, it must be remembered that these events antedated the organization of Chambers of

Commerce.

J. M. Olcott, the city superintendent of schools, did more than any other citizen to bring the school to the banks of the Wabash. The city council could make the donation of \$50,000 only on the petition of a majority of the property holders and householders within the corporation. A contemporary declared that "Olcott prepared the papers, and carried them in person throughout the length and breadth of the town, and succeeded.

The ordinance which eventually qualified the city to be the site of the school was passed on May 1, 1866. Two weeks later it was announced that the Board of Trustees of the Normal School (which had been operating since 1866 under the presidency of John Ingle, Jr.) had accepted the offer of Terre Haute.

On June 9, 1866, Mayor Lange was empowered to execute to the Trustees a deed to Out Lot 43 on the east side of Sixth Street, between Mulberry and Eagle Streets, commonly known as Seminary Loy. This action complied with an agreement entered into on May 9, 1866, between the Trustees and the city. In return for the donation of the site, which was valued at \$25,000, the city was given the use of the east side of the prospective building for a high school and superintendent's office. This agreement endured for seventeen years, although it was never officially enacted by the legislature.

It is interesting to note that the city was unable to sell all of the \$50,000 bond issue which had been brought about by the efforts of Superintendent Olcott, as pointed out previously. On July 16, 1867, W. R. McKeen, treasurer of the council, reported that only half of the bonds had been disposed of. Accordingly it was arranged to liquidate the amount remaining by appropriations from special funds.

In 1867 the legislature appropriated an additional \$50,000 to be expended in the construction of the building on the condition that the city of Terre Haute would agree "to forever maintain and keep up one-half of the necessary repairs incident to keeping in proper order the building or buildings and the grounds of the same." The city entered into this new agreement on april 16 of the same year.

Laying of the Corner Stone

The laying of the corner stone of the building on August 13, 1867, attracted an enormous crowd. Owing to the extreme heat the addresses were held at Dowling Hall. Prominent men present included Senator Oliver P. Morton, Governor Conrad Baker, General Nathan Kimball, Ex-State Superintendent of Public Instruction George Hoss, Professor Richard Edwards, Mayor Cookerly, a General Steele, John Ingle, Jr., Honorable W.E. McLean, Honorable B.W. Hanna, James Farrington, and J.M. Olcott.

John Ingle, Jr., presided at the meeting. Short speeches were made b by Governor Baker, Senator Morton, and Honorable B.W. Hanna. Cuqua's Cornet Band supplied the music. Professor Richard Edwards, President of the Illinios State Normal University, gave the main address. At the conclusion of the formal program numerous articles were placed in the corner stone, including the petition signed by fifteen hundred citizens asking the council to make the bid for the school, copies of the school law, several reports of various kinds, a history of Terre Haute, etc. Such a momentous occasion naturally occupied considerable newspaper space. Yet when the school actually opened a few years later the Terre Haute journalists practically ignored the matter.

Description of the Building

By the latter part of 1869 the building had attained a fair degree of completion. It was a four-story structure, similar in architecture to the present Gerstmeyer High School building. "It stood on the east side of the tract of land donated by the city to the state, and the remainder of the lot was one immense pile of sand, broken stone, and debris, with two or three narrow paths leading from the street to the front door....The basement and fourth story were unplastered and woolly in the rough. The second and third stories were plastered and floored, most of the doors and windows were in place, and the usual trim-casings, baseboards, atc.- had been put in before the building fund was exhausted. There was no money left to complete the buildings or even clear the ground and lay the walks to the doors. There were no lighting fixtures of any kind, and, so far as the building was heated, it was by means of a few large, rough, cannon stoves. The halls were as cold as the outdoors itself."

But as least in one way the building had a noble beginning. For one of the contractors (Robert Buckell) left Terre Haute in 1876 and returned to England where he became mayor of Oxford, received an honorary degree from Oxford College, and was knighted by King Edward.

Opening Day

"The sixth day of January, 1870, was a cold raw, bleak day.....when fewer than a score of prospective students, all but two or three from Terre Haute and Vigo County, made their way up the narrow winding paths between the sand hills on either side and offered themselves as students with whom to begin the work of teacher-training in Indiana. As a Matter of necessity in part, no doubt, they were all accepted and the school made its start. With the present entrance conditions, not more than three or four of these

applicants could have been admitted.

"The school had only the most necessary furniture and absolutely no equipment with which to begin its work. It did not have the semblance of a laboratory, not a map, not a piece of apparatus of any description, and its library consisted of a Bible, and one unabridged dictionary '(which had been donated). It was a very near approach to the log with Hopkins at one end and Garfield at the other, the unfortunate difference being that neither Mark Hopkins nor James A. Garfield was on the ground....A shelter from the weather, it is true, but without any of the facilities, appliances and conditions which are now regarded as essential to school work; and perhaps worst of all, no popular sympathy with the idea and thought of professional training..... the whole spirit, atmosphere and environment were as negative and discouraging as the building and grounds were barren, bleak and forbidding."

From the above quotation it is evident that the experiment was not being conducted with guinea pigs.

Faculty

Five of the earliest members appear to have been more outstanding than the rest. First must be listed President William A. Jones, 1869-1879, instructor in didactica and history. A native of Connecticut, he came in the '60s to Illinois, where his success at Aurora attracted the attention of Barnabas C. Hobbs, who was an ex-officio member of the Board of Trustees of the Indiana State Normal School by virtue of his position as State Superintendent of Public Instruction. Concerning the President the Trustees made the following statement: "William A. Jones.... was selected on account of the confidence reposed in him by competent men to judge fitness for such a position, and for so important an object. The general order, course of study, the proficiency of the students, the entire management of the Institution, is exceptional."

The other four included Amanda P. Funnelle, instructor in methods of primary training, 1870-1881; Mary A. Bruce, instructor in English grammar and composition, 1870-1879; Lewis H. Jones, instructor in natural science, orthoepy, and reading, 1870-1874. Two of the original members resigned before the end of the first term, the one being a Miss Newell, whose chief claim to fame appears to have been her trip to Europe which resulted in her being one of Mark Twain's characters in Innocent Aboard, and the other a Professor Bosworth, one time teacher in S. Agnes Female Academy.

Students

During the first few decades the students were of a rather uncultivated type, to say the least. Thus of the seventy-one who attended the first year, more than three-fourths were making their initial venture beyond the elementary school (although half of them had already taught.) Eight years later nearly half of the incoming students had not completed the study of elementary geography, while the same might be said of two-fifths in regard to arithmetic and three-fifths in regard to English grammar; more than four-fifths wrote illegible hands with noticeable blind spots in spelling, organization, and neatness. These deficiencies were attributed to the limited educational facilities offered to children in rural districts.

Since nine-tenths of the Normal School students were the offspring of farmers and mechanics, it was quite evident that the institution was "a part of the common school system and not a university maintained by the taxpayers for the education of the children of the wealthy or professional classes." Moreover, in view of the tendency of the students to become rural teachers, it was declared that the school "is making its influence felt where that influence is most needed, viz., in the ungraded country schools". President Jones firmly believed "in the right of the children in the country to a good

• common education".

The character of the students, on the whole, has been well summarized by the statement that although "they had a rustic woodland air, and were wildly clad' they had stuff in them, and.... believed that the chief object of a student is to get his lessons and perform the tasks assigned to him."

General View of the Early Period

The school began operations under poor physical conditions, as has been pointed out previously. Cast-iron coal stoves used to warm the rooms prevented effective ventilation, and on cold days they failed to make the temperature of large rooms comfortable. The equipment was meager and tended to remain so. Four years after the establishment of the school the legislature had not yet provided money for the purpose of buying books and apparatus. In addition to other trials and tribulations, the authorities found "constant embarrassments from a lack of means....in building a suitable and permanent fence around the Normal School lot" considering that "a common wood fence is...of doubtful propriety or expediency". Their request for an iron fence was destined, like so many others, to remain unanswered.

A religious atmosphere seemed to permeate these early days, due, in a measure at least, to the pious nature of the President. Chapel exercises were compulsory; each student brought his Bible. Sectarianism was avoided but prayer was frequently indulged in.

"Lack of individual liberty, narrow-prescribed course of study, hampered facilities, high standard of work, limited the attendance but gave the institution a stamp of 'thoroughness'".

Side Lights

A brief digression at this point perhaps will bring out a few of the

conditions with which the new school was confronted. In the fifties male teachers received about \$23.00 per month for their services, ladies several dollars less. School was in session less than three months during the year. A decade later salaries increased nearly fifty per cent on the month while a school term of four or five months was not uncommon. As a matter of fact times were changing, but not without occasional criticism, such as the following:

Farmers in 1776

"Men to the plow
Wife to the cow,
Girl to the yarn
Boys to the barn
And all dues settled."

Farmers in 1866

"Men a mere show
Girls at piano
Wife, silk and satin,
Boys, Greek and Latin,
And all hands gazetted."

Terre Haute had no fine fine buildings on Main Street, most of them being one-story shacks and hovels. A distinguished former resident on a return visit after an absence of forty years remarked that he could "see one great difference in the place, that is, the absence of cows and pigs from the streets."

The Fire of 1888

On the morning of April 9, 1888, a fire destroyed the entire school plant, the loss being estimated at about \$225,000, of which \$189,000 represented the value of the original building. "All that was left was the smoking, broken walls of the building--- six hundred earnest students, about thirty teachers, and the intangible but real something that I want to call the spirit of the Indiana State Normal School." In fact the departure of many of the

the students was checked only by the promises of President Parsons and Vice President Howard Sandison at the railroad stations that the school work would continue the next day. Through the courtesy of the churches and private citizens of Terre Haute temporary rooms were made available. By the end of three weeks the second floor of the city high school was sufficiently equipped and conditioned to serve as quarters until the end of the school year. These expenses were borne by the city school trustees.

Steps were taken immediately to erect another building on the old foundation. A committee composed of Mayor Kolsem, R.S. Tennant, W.R. MaKeen, William Mack, and T.C. Mendenhall set about raising funds. As a result of a petition signed by more than twelve hundred citizens, the city council of Terre Haute on April 17 appropriated \$25,000 for the school. This was done by a unanimous vote, while there was only one dissenting vote on July 3 when an additional \$25,000 was appropriated. At the next session of the legislature a total of \$100,000 was appropriated as follows: \$60,00 for the restoration of the building; \$13,000 for the boiler house; \$15,000 for the library; \$5,000 for scientific apparatus, et.; \$5,000 for furniture; and \$2,000 for incidentals. This money was used to complete the new building which, although unfinished, had opened its doors for the fall term of 1888.

"Scrapping Teachers"

No effort has been made to find the time when sport writers first started calling the Normal School athletes the "scrapping teachers." But perhaps the expression arose during the World War when so many of the boys scrimaged for Uncle Sam.

Upon the entry of the United States into the war "to make the world safe for democracy" the Board of Trustees placed the entire equipment of the school

at the service of the nation. From the first the school supported the movement in toto. The Indiana State Normal Red Cross Unit, headed by Mary Moran and Mary McBeth, was organized on April 18, 1917, and soon had most of the "co-eds" working in one of its twenty-seven sections. Two weeks later the faculty decided to grant seniors credit for either farm work or military service. More than one hundred students left immediately, after fulfilling the proper registration required. In less than a month the school raised more than its \$2,00 quota for the national Y.M.C.A. fund of \$35,000,000. A service flag presented to the school by the Trustees on December 5 contained one hundred sixty-six stars. Early in 1918 two military companies of fifty each were formed under Cyrcil C. Connelly. By the cadet appointments made in the spring Raymond Warmoth became captain of Company A and Frank Grove of Company B. It was arranged to offer a course in telegraphy and wireless for all conscripted men, while John B. Wisely organized a Boys' Working Reserve for the fellows too young to go to war. In order to save coal the authorities curtailed the intermission periods and eliminated chapel so that school might be dismissed early in the afternoon; the library closed at 2 P.M. and did not open at all on Saturdays. Funds raised during the spring of 1917 made possible the adoption of several French war orphans. Men in actual service kept in touch with the activities of the school by means of letters written by a Soldier's Committee, of which Rose Cox was Chairman. The French Blue Devils who visited Terre Haute on May 31, 1918, attracted a record crowd to the exercises held on the "campus" of the school. Numerous stirring addresses were made, prominent in the list being those of William L. Bryan, Ida M. Tarbell, and Frederick G. Mutterer. In fact it appears that mild-mannered, cultured professors hurled forth denunciations of the imperial government of Germany that would have excited the admiration of

the western governor who offered to ride in blood up to his horse's bridle in the interests of free silver. About the time of the signing of the Armistice, a Students' Army Training Corps had been established under Lieutenant L.H. Rockwell, using the top floor of North Hall for a Barracks. The "scrapping teachers" were still "doing their bit". Eight hundred and eighty-eight students and professors eventually were represented on the service flag.

The Presidents

The presidents of the school were:

George P. Brown 1879-1885

William Wood Parsons 1855-1921

Linnaeus Neal Hines 1921-1933

Statistics

Land

Estimated value at time of gift by the city of Terre Haute	\$ 55,000.00
Value of city donation of 1927	30,000.00
Actual cost of additional purchase of land	<u>244,869.00</u>
Total value at time of gift or purchase	<u>329,869.00</u>
Natural increase of land in value	<u>119,528.50</u>
Present value of land	\$449,397.50

Buildings

<u>Name</u>	<u>Original Cost</u>
Main Bldg. and Annex	\$200,000.00
Training School	75,000.00
Library	100,000.00
Vacational Bldg	100,000.00
Science Hall	115,000.00
Boiler House	97,000.00
Student Bldg.	9,000.00
Practice House	10,000.00
Women's Residence Hall	120,000.00
Phys. Educ. Bldg.	<u>240,000.00</u>
Total Original Cost	\$ 1,066,000.00